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ABSTRACT

This document, one of four staff training units in a series designed to attack problems of sex bias in the counseling of women and girls, is intended to help counselor educators consider their knowledge of and attitudes toward the sex-limited status of women. In this unit, two staff training workshop strategies are provided. The first workshop is designed to make counselors aware of the status of women as educational professionals and to increase their knowledge about sex-stereotyping practices in education. The second workshop focuses on acquainting counselors with support systems to combat sex-role stereotyping and to expose them to methods of identifying and eliminating sex-role stereotyping in educational programs and policies. For each workshop, objectives, competencies, preparation, procedures, and time requirements are listed. Examples of pre-tests, readings, and competency checks for workshop participants are also provided. (Author/NRB)

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ERASING SEX BIAS THROUGH STAFF TRAINING

UNIT II: EDUCATION OF WOMEN

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ERASING SEX BIAS THROUGH STAFF TRAINING

INTRODUCTION

As the struggle of women to achieve equal education and equal employment opportunities has intensified during the last decade, the need to directly confront prevailing sexist attitudes in the United States culture has become apparent. Of particular consequence are the biased attitudes of teachers, counselors, and school administrators who have a direct influence on the way boys and girls come to think of themselves, on the way high school students make decisions about careers and post-secondary education, on the way young men and women in schools and colleges view their roles in the adult society.

Counselors, in their work with students in small groups or as individuals, have a great opportunity to influence evolving perceptions of self among girls and boys, women and men. Yet counselors themselves may bring to their professional work those sex-role stereotypes which reflect their own socialization.

Four staff training units have been developed as a part of the series of publications ERASING SEX BIAS THROUGH STAFF TRAINING, designed to attack problems of sex bias in the counseling of women and girls. These four units, each of which contains workshop strategies, have the following themes:

WOMEN IN EMPLOYMENT - designed to increase counselors' knowledge of (1) myths and stereotypes surrounding

women as workers; (2) facts related to participation of women in the labor force; (3) internal and external barriers to women's achievement in the world of work; (4) factors that influence career decisions among girls and women.

EDUCATION OF WOMEN - designed to increase counselors' knowledge of (1) the status of women in education as a profession; (2) sex-stereotyping practices in education; (3) support systems to combat sex-role stereotyping; (4) methods to identify and eliminate sex-role stereotyping in educational policies and programs.

SEX STEREOTYPING: PERSONAL CHARACTERISTICS - designed to increase counselors' sensitivity to (1) the limiting nature of sex stereotyping in the society of America; (2) the influence of cultural expectations on the development of aspirations among children and young adults; (3) the need to identify and eliminate sex-role stereotyping in counseling practices and processes; (4) the need to assist girls and women in the development of self-concepts congruent with their full potential.

SEX STEREOTYPING: CAREER POTENTIALS - designed to increase counselors' sensitivity to (1) the development of career aspirations among girls and women; (2) the force of sex-role socialization in occupational choice; (3) the need to identify and eliminate sex-role stereotyping in career guidance practices and processes; (4) the need to assist girls and women in the development of career plans congruent with their capacity to achieve.

Counselors, and the counselor educators who prepare them for the profession, have an obligation to be knowledgeable about and sensitive to the changing roles of women in the United States. Their work with girls and women must show recognition of the "second revolution" as described in the frontispiece of the report of the Carnegie Commission on Higher Education OPPORTUNITIES FOR WOMEN IN HIGHER EDUCATION:

> The second (revolution) is now occurring as women, no longer so concentrated on and sheltered for their child-bearing and child-rearing functions, are demanding equality of treatment in all aspects of life, are demanding a new sense of purpose.

UNIT II

EDUCATION OF WOMEN

UNIT II

EDUCATION OF WOMEN

OBJECTIVES

. To increase counselors' knowledge of the status of women as educational professionals.

. To increase counselors' knowledge of sex-stereotyping practices in education.

. To increase counselors' knowledge of support systems to combat sex-role stereotyping.

. To increase counselors' knowledge of methods to identify and eliminate sex-role stereotyping in educational programs and policies.

WORKSHOP 1

EDUCATION OF WOMEN

OBJECTIVES

. To increase counselors' knowledge of the status of women as educational professionals.

. To increase knowledge of sex-stereotyping practices in education.

COMPETENCIES

1. Counselors will be able to give the approximate percentages of educational administrators who are women.

2. Counselors will be able to give the approximate percentages of women in various ranks among college and university faculty.

3. Counselors will be able to recognize the accuracy of at least ten facts on the status of women in education.

4. Counselors will state research findings that apply to sex-role stereotyping in educational textbooks.

PREPARATION

1. DUPLICATE COPIES OF EACH OF THE FOLLOWING ITEMS FOR WORKSHOP PARTICIPANTS:

   a. Pre-Test: Counselor Myths and Realities

   b. Responses to Pre-Test

   c. Reading 1: EDUCATION OF WOMEN

   d. Competency Check 1: Education of Women

   e. Answers to Competency Check 1

2. PREPARE TRANSPARENCIES TO BE USED FOR DISCUSSION:

   a. Proportions of Women, by Rank, in Colleges and Universities

   b. Proportion of Women, by Rank, in the Florida State University System

   c. Proportions of Women and Men in Public School Leadership Positions

3. ARRANGE FOR AN OVERHEAD PROJECTOR

PROCESS

1. Explain the purposes of the workshop:

   TO INCREASE COUNSELORS' KNOWLEDGE OF THE STATUS OF WOMEN AS EDUCATIONAL PROFESSIONALS.

   TO INCREASE COUNSELORS' KNOWLEDGE OF SEX STEREOTYPING PRACTICES IN EDUCATION.

2. Distribute copies of the pre-test: COUNSELOR MYTHS AND REALITIES.

   Allow about 5 minutes for participants to complete the pre-test.

3. Explain that statements on the pre-test represent both myths and realities about women.

   INVITE PARTICIPANTS TO COMMENT ON PRE-TEST ITEMS INCLUDING THOSE WITH WHICH THEY AGREE OR DISAGREE.

4. Distribute copies of the pre-test response sheet.

   ASK VOLUNTEERS TO READ EACH STATEMENT AND RESPONSE. INVITE COMMENTS.

   ASK PARTICIPANTS TO IDENTIFY THE STATEMENT AND RESPONSE WHICH SURPRISED THEM THE MOST.

   ASK PARTICIPANTS TO IDENTIFY RESPONSES WHICH THEY CONTINUE TO DOUBT. INVITE INTERACTION BETWEEN PARTICIPANTS.

   Allow about 15-20 minutes for discussion and interaction.

   Make summarizing remarks to reiterate the importance of counselors and counselor educators serving as catalysts to reduce sex-role stereotyping in both personnel practices and programs.

5. Introduce Reading 1: EDUCATION OF WOMEN

   ASK PARTICIPANTS TO READ THE MATERIAL CAREFULLY BEFORE THE NEXT WORKSHOP. REMIND THEM THAT THEY WILL BE ASKED TO COMPLETE A COMPETENCY CHECK ON THE CONTENT.

   SPECIFY COUNSELOR COMPETENCIES TO BE ACHIEVED:

   Be able to give the approximate percentages of educational administrators who are women.

   Be able to give the approximate percentages of women in various college and university faculty ranks.

   Be able to recognize the accuracy of at least ten facts on the status of women in education.

   Be able to state research findings that apply to sex-role stereotyping in educational textbooks.

6. Provide a mini-lecture on the reading EDUCATION OF WOMEN to stimulate further interest in the subject.

   Use transparencies to illustrate the following:

   PROPORTIONS OF WOMEN, BY RANK, IN COLLEGES AND UNIVERSITIES

   PROPORTIONS OF WOMEN, BY RANK, IN THE FLORIDA STATE UNIVERSITY SYSTEM

   PROPORTIONS OF WOMEN AND MEN IN PUBLIC SCHOOL LEADERSHIP POSITIONS

   Allow about 15-20 minutes for your presentation.

7. Give participants an opportunity to comment on the workshop objectives and process.

   INVITE PARTICIPANTS TO EXPRESS THEIR FEELINGS ABOUT ISSUES RELATED TO THE EDUCATION OF WOMEN. ENCOURAGE INTERACTION.

   Allow about 15-20 minutes for discussion.

8. Summarize workshop activities and relate remarks to objectives.

TIME: 1 1/2 HOURS

PRE-TEST

COUNSELOR MYTHS AND REALITIES

Mark "A" if you AGREE that the statement is TRUE.

Mark "D" if you DISAGREE that the statement is TRUE.

_____1. The United States has the lowest percentage of women lawyers, chemists, doctors, engineers and scientists of any industrial society in the world.

_____2. Women on Counselor Education faculties today are in direct proportion to women receiving doctoral degrees in the field.

_____3. Sex bias is prevalent in texts used in elementary and secondary schools but is not obvious in standard Counselor Education books.

_____4. In the last five years, the percent of women achieving senior rank in the Florida State University System institutions has increased dramatically.

_____5. Women continue to be in the majority - nation-wide - among elementary school principals.

_____6. Male librarians now outnumber female librarians in educational systems across the country.

_____7. Women prefer to discuss most problems with counselors of their same sex.

_____8. There are no important textbooks in Counselor Education authored by women.

RESPONSES TO THE PRE-TEST ITEMS

1. True. Estelle Ramey, 1976.

2. False. The Scientific Manpower Commission report "Data on Earned Degrees Conferred from Institutions of Higher Education - 1973-76" show that women constituted 30% of doctoral degree recipients during that period.

   Nationally, 15% of counselor educators are women. (Haun) In Florida, 17.5% are women.

3. False. See Harway and Astin (1977) for a review of sex bias in counselor education textbooks.

4. False In 1975, 6% of Full Professors were women. In 1979, 7%. In 1975, 13% of Associate Professors were women. In 1979, 17%. Not a dramatic increase.

5. False. Men hold approximately 81% of elementary school principalships. (Clement)

6. False. 92% of librarians are female. (Clement) Perhaps libraries are a good place to keep women quiet.

7. True. Getz and Miles (1978) report research demonstrating that students of both sexes prefer to discuss problems with same-sex counselors with a definite female preference toward counselors of their own sex.

8. False. To name a few:

   Leona Tyler, The Work of the Counselor
   Anne Anastasi, Psychological Testing
   Susan Gilmore, The Counselor-in-Training
   Naomi Brill, Working with People

   and all references contained in the Erasing Sex Bias Units.

READING 1

EDUCATION OF WOMEN

People tend to speak of education as an occupation offering maximum opportunities for equality for women. It is thought of as one of the "traditional" women's professions, and one, presumably, where women can advance and achieve their potential. These opportunities for advancement and greatness, however, do not appear to extend much beyond a public school classroom "to call your own"; beyond equality to compete in the lowest ranks among college and university faculties; beyond lower level staff positions in local, state, and federal education departments. All along the way, women, as a group, lag behind men in salary categories.

In addition to the problem of the status of women as educational professionals, discrimination and sex bias in education must be considered also in terms of the content of education and in terms of educational practices. Bias is in evidence in the instructional materials and in counseling and guidance practices to which the young - boys and girls alike - often as subjected. Bias is in evidence in the texts and theories of counselor education.

Counselors and counselor educators need to increase their knowledge of the distribution of women within the education profession, in general, and the counselor education profession, in particular. By being informed about sex stereotyping in instructional materials and counseling and guidance practices, counselors and counselor educators

can become catalysts to reduce sex-role stereotyping in education.

Women as Educational Professionals

Women comprise between 25% and 31% of the professional labor force in higher education in the United States. A November, 1978, report of the Scientific Manpower Commission gives the figure 24.6%. The U. S. Working Women: Databook, 1977, published by the U. S. Department of Labor, gives the figure 31.3%. According to the Scientific Manpower Commission, the percentage of females at the Assistant Professor level, at the time of the study, was 31.6%. The percentage of females at the Associate Professor level was 18.2%. Women made up 9.5% of Full Professors. In the Florida State University System, women are fewer in numbers in all ranks, when compared with the national study: Assistant Professor, 30%; Associate Professor, 17%; Full Professor, 7%. (UFF Reach, Spring, 1980)

Whatever the accurate figures are, women are at a critical stage in achieving upward mobility in institutions of higher education. Although advances have been made in increasing the numbers of women on college and university faculties, women are generally relegated to the lower ranks as the figures cited above attest. In the Florida State University System, women approach equality only at the bottom where they constitute 47% of the Instructors.

Typically, because they are found in lower ranks, women may be assigned heavier teaching schedules, heavier student advisement loads,

thus limiting the time available for them to sharpen their skills for advancement, namely research and writing. Sexton (1976) has expressed the dilemma in the following way:

> In academia, rewards and merit ratings are usually based on several criteria, the most important of which is research and publication. The idea is that the highest function of the scholar is not to pass on to students knowledge developed by others - to teach - but to develop new knowledge through research and reflection, and to impart that knowledge to others through publications. (p. 131)

Sexton adds that "Academic women suffer certain disadvantages because they are not taken seriously by their peers." (p. 131) It is true, also, that the obstacles which women must overcome to advance in higher education have prevented them from publishing. Tsuchigane and Dodge (1974) studied publishing productivity of women and men scholars and found that women were substantially lower producers in all of the following fields: natural science (mathematics, statistics, computer science, physics, atmospheric sciences, earth sciences, chemistry, biological sciences), engineering, social science (anthropology, economics, political science, psychology, sociology), humanities (English, theater, history, and linguistics), law and even education.(pp. 30-35) They attribute the lower productivity among women to "(time lost in) childbearing and child-rearing, career motivation, special problems of social adjustment, and different interests and abilities." Increased opportunities for released time for research and writing clearly are needed if women in higher education are to strengthen productivity thereby making them eligible for advancement.

Women are disappearing from leadership positions in the public schools, a status they never achieved in higher education. Clement (1975) reports that women, at that time, constituted 65% of the total instructional staff of public elementary and secondary schools (or 65% of the available talent pool from which school administrators are selected). Males held 99.4% of the superintendent positions; 97.1% of the assistant superintendent positions; 97% of the high school principalships; 96.5% of the junior high school principalships; and - even in the last bastion for women - men held 80.6% of the elementary school principalships.

Howard (1975) studied the status of women in public schools and found results similar to those reported by Clement. She concludes that the school is "a microcosm of American society, functioning, consciously or unconsciously, to reinforce the sex prejudice and discrimination increasingly recognized as widespread in our society." (p. 19) She believes that the schools can and should serve as agents for social change, commenting:

> In its traditional role as an agent of socialization, the schools contribute to a selecting and sorting process that perpetuates the status quo. The relationship between education and society is reciprocal: to eradicate inequality in our society, we need to change our schools. Historically, public schools have invariably been followers in change rather than leaders of it. Nevertheless, schools can and should serve as a major vehicle of social change in our society. (p. 18)

Fitzgerald (1979), deploring the loss of women in public school administration, makes the following comment:

> The situation of women in educational leadership and administrative positions must no longer be considered declining, dwindling, or stable but CRITICAL for the educational well-being of the future for young people. Included within this future are the basic tenets of 'preservation and transmission of knowledge,' the 'education of the whole person,' and 'the creation and dissemination of new information,' all of which women are capable of doing...(p. 34)

Counselor education, too, suffers from the few women numbered among its ranks. Haun (reported in Harway and Astin, 1977) studied the rosters of counselor educators listed in the Counselor Education Directory (Hollis and Wantz, 1974) and found that 85 percent of counselor educators are men. In Florida, among all counselor education programs, both public and private, the Directory lists 57 people engaged in counselor education on a full-time basis. Of these, ten, or 17.5%, are women. (Soldwedel, 1979).

Harway and Astin (1977) examined the 1975 membership roster of the American Personnel and Guidance Association and noted that, among those who identified their sex, 49% were men; 52% were women. The membership of the Association for Counselor Education and Supervision, to which counselor educators generally affiliate, is comprised of 67% men and 33% women, of those who indicated their sex. A review of the end-of-year report for 1978 indicates that women comprise a still larger percentage of general APGA membership (55%) but have not increased their numbers in the ACES group (33%). Harway and Astin conclude:

> If one accepts the premise that it is discriminatory for women to be underrepresented on the faculty, most (counselor education) programs are guilty of discrimination. Most are probably also guilty of

> perpetuating discrimination in that they do not provide role models for women students and may be passing on antiquated values and attitudes. (pp. 62-63)

Stereotyping in Materials and Practices

Sex bias is communicated in educational practices in various ways. The literature to which children are exposed is excessive in stereotyped portrayals of girls and boys, women and men. Educators, both women and men, are apt to contribute to sex-role stereotyping by the tasks assigned to students and by differential treatment in classroom discipline. Bias in textbooks is described in numerous studies and is revealed in the relative number of male and female characters as well as in stereotypic activities which males and females perform. Weitzman et al (1972) studied prize-winning children's books and analyzed them for sex-role stereotyping. The researchers found that women appeared far less often than men, and, when women were shown at all, their roles were merely reinforcing traditional stereotypes. Very briefly, the stereotypes were there: boys were active; girls were passive; boys led; girls followed; fathers were busily engaged in all sorts of interesting and varied occupations; mothers were housewives and homemakers.

In another excursion through children's literature, Brody (1973) makes similar points, concluding that the message from the textbooks is that boys "are brave, cool-headed, athletic, unafraid, and competent at male-type jobs." Girls reinforce the notion that they are fearful, passive, dependent on men, whiney, and "all-in-all, not the kind of

people that boys (or anybody) would want to be."

Trecker (1974) studied popular social studies textbooks and concluded: "Women in such texts are passive, incapable of sustained organization or work, satisfied with their role in society, and well supplied with material blessings." She summarized the stereotypes and the "place" of women in history texts and concluded that most young people, exposed only to conventional histories, would have the following impressions about women's roles:

> Women arrived in 1619. They held the Seneca Falls Convention on Women's Rights in 1848. During the rest of the 19th century, they participated in reform movements, chiefly temperance, and were exploited in factories. In 1920, they were given the vote. They joined the armed forces for the first time during the Second World War and thereafter have enjoyed the good life in America. (p. 252)

Trecker advises that what is needed is "a new attitude: one which breaks away from the bias of traditional views of women and 'their place' and attempts to treat both women and men as partners in their society; one which does not automatically value activities by the sex performing them; one which does not relate history from the viewpoint of only half of the human family." (p. 268)

Sadker and Sadker (1979) studied 24 of the most widely used texts in teacher education programs in the areas of Foundations of Education or Introduction to Education, Educational Psychology, and Methods of Teaching in the content areas of reading, language arts, social studies, science and math. They report widespread sex bias and advise:

> These textbooks play an influential role in shaping the attitudes and behaviors of thousands of newly certified teachers who graduate each year from this country's colleges and universities. This study indicates that our teacher education textbooks are more likely to reinforce than reduce sexist attitudes and behaviors. (v)

Several studies have analyzed textbooks used in counselor education programs. General themes are found in all of the research findings: women and girls are shown in limited career roles; the special problems and needs of girls, during their developmental years, and women, as adults, are seldom, if ever mentioned; masculine pronouns and masculine examples are predominant in the guidance and counseling literature; counseling theories tend to emphasize biological differences among boys and girls and fail to give sufficient emphasis to the socialization process and social learning theory. (Harway and Astin, 1977)

Counselors were put on the alert at the beginning of the 1970s that their professional actions and decisions might well reflect personal biases and sex-role stereotypes. (Broverman et al, 1970; Abramowitz et al, 1973) Other studies indicate that counseling practices are biased "against" women in choice of careers (Pietrofesa and Schlossberg, 1977) and that counselors are not generally well-informed about the conditions of women in the world of work. (Bingham and House, 1973) Summarizing research on counselor bias in counseling and guidance practices, Schlossberg and Pietrofesa (1974) understate the implications of the evidence as they conclude, "Many minority group members and women have been limited by inappropriate counseling and teaching." (p. 44)

Summary

While the literature leaves little doubt that counselors, as well as other educators, hold biases and sex-role stereotypes which surely affect their perceptions of counselees, the extent to which their biases and stereotypes influence counseling practices and outcomes is not entirely clear. A cause and effect relationship, also, has not been established between counselor educator biases and counselor biases. It can be inferred, however, that the issues of counselor and counselor educator biases are of critical importance since the practices they engage in deeply influence the lives of every individual.

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WORKSHOP 1

EDUCATION OF WOMEN

COMPETENCY CHECK 1

1. What percentage of the professional labor force in higher education is comprised of women?

2. By rank, approximately what percent of faculty in United States colleges and universities are women?

   Professor _____
   Associate Professor _____
   Assistant Professor _____

3. By rank, approximately what percent of faculty in the Florida State University System are women?

   Professor _____
   Associate Professor _____
   Assistant Professor _____

4. Briefly describe research findings that apply to sex-role stereotyping in education textbooks.

ANSWER THE FOLLOWING QUESTIONS "TRUE" OR "FALSE":

5. Men scholars have higher publication rates than women scholars.

6. Child-bearing and child-rearing are factors in scholarly productivity among female college and university faculty.

7. Women outnumber men among instructional staff in public elementary and secondary schools.

8. Women now account for ten percent of the school superintendents in the United States.

9. Males now outnumber women - 8 of 10 - among elementary school principals.

10. Females outnumber males among APGA members.

11. Females and males are about equally represented among ACES members.

12. Only ten women are employed full time as Counselor Educators among Florida public and private institutions of higher education.

13. Nationally, women make up 40% of Counselor Education faculties.

14. Research shows that women prefer to discuss most problems with same-sex counselors.

ANSWERS TO COMPETENCY CHECK 1

1. 25-31%

2.
Professor	9.5%
Associate Professor	18.0%
Assistant Professor	32.0%

3.
Professor	7.0%
Associate Professor	17.0%
Assistant Professor	30.0%

4. Textbooks used in college and university education courses, including counselor education, are riddled with sex-role stereotyping and/or bias.

   For a fuller discussion, see Sadker and Sadker (1979); Harway and Astin (1977).

5. T
6. T
7. T
8. F
9. T
10. T
11. F
12. T
13. F
14. T

WORKSHOP 2

EDUCATION OF WOMEN

OBJECTIVES

. To increase counselors' knowledge of support systems to combat sex-role stereotyping.

. To increase counselors' knowledge of methods to identify and eliminate sex-role stereotyping in educational programs and policies.

COMPETENCIES

1. Counselors will be able to describe the concept of networking as a support system for women.

2. Counselors will be able to cite positive influences of mentors and role models in combatting sexism in education.

3. Counselors will be able to describe strategies to eliminate sexist practices in educational programs and policies.

PREPARATION

1. DUPLICATE COPIES OF EACH OF THE FOLLOWING ITEMS FOR WORKSHOP PARTICIPANTS:

   a. Pre-Test: PSYCHOLOGICAL DIFFERENCES

   b. Reading 2: EDUCATION OF WOMEN

   c. Competency Check 2: Education of Women

2. OBTAIN NEWSPRINT AND POST, IN ADVANCE, IN THE WORKSHOP MEETING ROOM.

   Allow sufficient writing space to display participants' responses to implications of psychological differences for counseling and guidance practices (at least two sheets) and implications of psychological differences for educational practices (at least two sheets).

PROCESS

NOTE: If this workshop is a follow-up to WORKSHOP 1, make use of COMPETENCY CHECK 1: EDUCATION OF WOMEN.

Decide whether you wish to use the Competency Check as a workshop activity or as a participant self-assessment device. In either case, have copies of Competency Check 1 and Competency Check Answers available for distribution.

1. Explain the purposes of the workshop:

   TO INCREASE COUNSELORS' KNOWLEDGE OF SUPPORT SYSTEMS TO COMBAT SEX-ROLE STEREOTYPING.

   TO INCREASE COUNSELORS' KNOWLEDGE OF METHODS TO IDENTIFY AND ELIMINATE SEX-ROLE STEREOTYPING IN EDUCATIONAL PROGRAMS AND POLICIES.

2. Distribute copies of the pre-test: PSYCHOLOGICAL DIFFERENCES.

   Allow about 5 minutes for participants to complete the pre-test.

3. Explain that all statements on the pre-test are TRUE according to data analyses completed by Matthews, Tyler, Maccoby and Jacklin.

   Go over each of the 12 items. INVITE PARTICIPANTS TO COMMENT ON THE IMPLICATIONS OF THE FOLLOWING STATEMENT FOR COUNSELORS AND EDUCATORS:

   MOST PSYCHOLOGICAL DIFFERENCES BETWEEN GIRLS AND BOYS, WOMEN AND MEN ARE <u>LEARNED</u> AND NOT GENETICALLY DETERMINED.

   ASK TWO VOLUNTEERS TO LIST IMPLICATIONS FOR COUNSELING AND GUIDANCE PRACTICES AND IMPLICATIONS FOR EDUCATIONAL PRACTICES ON NEWSPRINT.

   Allow about 15-20 minutes for discussion and interaction.

Make summarizing remarks to reiterate that counselors and counselor educators must be extremely sensitive to assumptions they make with regard to psychological differences between the sexes. They must be sensitive to the influence of these assumptions on counseling and guidance practices.

4. Introduce Reading 2: EDUCATION OF WOMEN

   ASK PARTICIPANTS TO READ THE MATERIAL CAREFULLY BEFORE THE NEXT WORKSHOP.

   SPECIFY COUNSELOR COMPETENCIES TO BE ACHIEVED:

   - Be able to describe the concept of networking as a support system for women.
   - Be able to cite positive influences of mentors and role models in combatting sexism in education.
   - Be able to describe strategies to eliminate sexist practices in educational programs and policies.

5. Provide a mini-lecture on the reading EDUCATION OF WOMEN to stimulate further interest in the subject.

   Allow about 10-15 minutes for your presentation.

6. INVITE PARTICIPANTS TO SHARE THEIR PERSONAL EXPERIENCES WITH AND FEELINGS ABOUT NETWORKS - BOTH SOCIAL AND PROFESSIONAL.

   INVITE PARTICIPANTS TO EXPRESS THEIR FEELINGS AND CONCERNS ABOUT COUNSELORS FUNCTIONING AS MENTORS OR ROLE MODELS FOR GIRLS AND WOMEN. DISCUSS BOTH POSITIVE AND NEGATIVE IMPLICATIONS.

   Make summary remarks to indicate positive implications of networking, role models, and mentors for women who need and want a support system.

   Allow about 20-30 minutes for discussion and interaction.

7. Distribute COMPETENCY CHECK 2 and use as a workshop activity or as a participant self-assessment device.

8. Summarize workshop activities and relate your remarks to stated objectives.

TIME: 1 1/2 HOURS

PRE-TEST

PSYCHOLOGICAL DIFFERENCES

Mark "A" if you AGREE that the statement is TRUE.

Mark "D" if you DISAGREE that the statement is TRUE.

_____ 1. Females appear to excel in verbal skills, defined as the use of words.

_____ 2. Males appear to excel in mathematical skills, defined as reasoning or problem solving.

_____ 3. Males exceed females in tests of spatial visualization.

_____ 4. Females exceed males on clerical aptitude and dexterity tests and in art and music.

_____ 5. Males exceed females on mechanical aptitude tests.

_____ 6. Most differences in abilities between boys and girls do not show up until elementary school or later.

_____ 7. At preschool and kindergarten levels, girls do as well as boys in mathematics, defined as counting and identifying numbers.

_____ 8. Boys demonstrate more dominant behavior in relation to other boys than girls do in relation to each other.

_____ 9. When presented with situations requiring care of young children, both boys and girls typically respond with nurturing behavior.

_____10. Boys tend to be more active in the presence of other boys than girls are around other girls.

_____11. Studies of psychological differences must be interpreted as "group" trends rather than as applicable to each person.

_____12. Masculinity-femininity scales are of little use in counseling because research shows Masculinity-femininity is not uni-dimensional.

* Derived from Esther Matthews' paper, "Life Stages and the Development of Sex Differences in Girls and Women." See References.

READING 2

EDUCATION OF WOMEN

It is often said that women are their own worst enemies. Too many women undersell themselves, think they are lucky to hold the jobs they do, are willing to settle for less than a position which commands their full potential. They are literally grateful for small favors. At the same time, women do not always support other women. Some women who have "made it" on their own do not understand, or care to understand, that opportunities open to them may not always be available to others. Some enjoy the status of "Queen Bee" or "Token." Still others are professionally seduced by fringe relationships with the "Old Boys' Network" and interpret cordiality and cajolary as progress, only to find their relationships are rooted in quicksand. A very positive development in recent years, women working in behalf of women, is identified by the term "networking." It provides the support system for the individual woman, as well as women collectively, to deal with the consequences of sex bias and to build confidence in the future. Counselors and counselor educators, to the extent that they are informed about networking concepts, can help girls and women identify with support systems that meet their special needs.

Networking Concepts

In a recent book on networking, Welch (1980) describes the system in the following paragraph:

> It's the process of developing and using your contacts for information, advice, and moral support as you pursue your career. It's linking the women you know to the women they know in an ever-expanding communications network. It's building a community of working women, across professional and occupational lines, outside the old boys' network. It's helping each other to become more effective in the work world...It's beating the system that isolates women as they move in male-dominated environments. It's asking for help when you need it - knowing when you need it, knowing whom and how to ask for it. It's giving help, too, serving as a resource for other women. In sum, it's getting together to get ahead. (p. 15)

Kleiman (1980) calls networking "the new wave of the eighties." (p. 2) Pointing out that it is an outgrowth of the Women's Movement, she sees it as a new form of the "buddy system" stemming from "the increasing awareness among women that we do, indeed need one another; that men help each other almost automatically, and that if we want to go somewhere in business or get something done in the community, we must do the same."

Although professional associations for women have long been available and still exist, networking represents a less formal means of affiliation; an opportunity for affiliation for intermittent periods; an opportunity for affiliation based as much on psychological or social needs as on professional role identity. Networks, as they are emerging, are support systems to facilitate communication, to call attention to special purposes and activities of individual women or women's organizations, to realize greater power as "movers and shakers" by increasing the visibility of "women on the move."

Wilson (1980) describes a network as a team. She says that "its primary purpose is to provide support, information, and business opportunities for its membership, depending on their needs." She concludes:

> The appeal of the idea is not far to seek. Feminism in the past decade has focused on the pitiable condition of women in sexist society and on personal and political autonomy, on the material and emotional independence they have so long lacked... Networking offers a positive, cheap, bootstrapping method of taking direct action on one's own behalf. And women, though their consciousness may yet be no more than halfway raised, and their identity problems but haphazardly resolved, are recognizing a good thing when they see it. (p. 23)

Several networks of special interest to women in education and those concerned with the status of the education of girls and women are listed below for further reference:

WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK
sponsored by the Women's Educational Equity Act.
1855 Folsom Street, San Francisco, California 94103

PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the ASSOCIATION OF AMERICAN COLLEGES. 1818 R Street, N.W., Washington, D. C. 20009

OFFICE FOR WOMEN of the American Council on Education
1 Du Pont Circle, Washington, D. C. 20009

NATIONAL ASSOCIATION FOR WOMEN DEANS, ADMINISTRATORS, AND COUNSELORS. 1625 I Street, N. W., Suite 624A, Washington, D. C. 20006

NATIONAL COALITION FOR WOMEN AND GIRLS IN EDUCATION
1818 R Street, N. W., Washington, D. C. 20009

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, 2401 Virginia Ave., N. W., Washington, D. C. 20037

Mentors in Education

In recent years, attention to mentoring functions has increased, in large part as a response to several studies within the business sector. Fury (1980) points out:

> Interestingly, it may be one of the first managerial fascinations whose popular origins can be traced to a concern with women's careers rather than men's... In 1977, Margaret Hennig and Anne Jardim, co-authors of THE MANAGERIAL WOMAN, advised ambitious women to 'look for a coach, a godfather or godmother, a mentor, and advocate. The same year, Rosabeth Moss Kanter observed in MEN AND WOMEN IN THE CORPORATION that the attentions of high level 'rabbis' or 'god fathers' largely determined who gets ahead, and that it was both more important and more difficult for women to get this 'sponsored mobility'. (p. 43)

In education, the need for mentors is equally critical. Betty Blaska, in a review of doctoral research literature (1976) points to the effects on doctoral students when mentors are absent. She found (1) faculty (usually male) may have less favorable attitudes toward women doctoral students; (2) women withdraw from graduate programs because of lack of encouragement and actual discouragement; (3) a 'climate of unexpectation' in university programs becomes a self-fulfilling prophecy as women strive to achieve less. (pp. 173-177)

Gordon and Ball (1979) believe that if women are to move upward in education, they must look for support from other women.With regard to female mentors, they state:

> It is the responsibility of those of us who are now on college and university campuses to serve as mentors,

> to make sacrifices if necessary to see that opportunities for women begin to become fair, open, and equitable - to survive. If that sounds martyrized, the truth is, things are not getting better and we can no longer afford to simply sit back and decry the lack of female colleagues, or even worse, allow ourselves to fall into the 'Queen Bee' syndrome. (p. 46)

Cook (1971) sees mentoring as a part of counselor imperatives. Among her several recommendations, she encourages counselors to develop objectivity as they look at human needs; to fight discrimination within their institutions; to provide good role models for both sexes; to destroy occupational myths of maleness and femaleness; to pave the way for other women and be aggressive in defending and expanding one's own status. (pp. 99-105) Fley (1974) urges women who would be mentors in education to become activists. She advocates development of a strong national and local informal "Old Girl" network, a "watchdog" to monitor hiring practices from position announcements until the filling of positions is completed, continuous communications among women and colleagues sympathetic to women's concerns. She concludes: "The time has come to be 'properly vicious.' (p. 58)

Role Models

While mentors can be of direct assistance to women, both as students and colleagues, role models can influence aspirations; can increase confidence by examples they set. Westervelt (1971) wrote directly to the importance of role models for girls and women as she observed:

> We who are women and educators have a preeminent obligation to help young women move toward richer and more various conceptions and expressions of femininity. We must be more courageous than we have often been in asserting our right to full participation in our social institutions, including the institutions in which we are employed. Although we sometimes become almost incoherent in our private discussions of sex discrimination, publicly we have done far less to combat it than we might. Too frequently, as professional women, we tend to adopt the stereotyped feminine posture - to be passive, timid, reluctant to damage personal relationships in the pursuit of professional equality, and loath to risk the status quo for fear that we will lose all status. If we cannot ourselves be courageous, aggressive, and autonomous, we cannot expect younger women, whose experiences at home, in school, and in the larger community have already planted seeds of conflict about feminine potential, to resolve readily those conflicts in favor of a fuller life and deeper humanity. (p. 11)

Cook and Stone (1973) echo Westervelt's expressions of concern for role models as they comment that both sexes need meaningful male and female models, "role models who are significant beings in their own right - neither dominated nor domineering. We are talking about the utilization of human resources." (p. 90) Just as Westervelt, Fley, and Gordon and Ball ask women professionals in education to extend their leadership in behalf of women, so, too, Cook and Stone ask women to learn to speak out:

> Professional women, paving the way for other women, must be more aggressive in defending and expanding their own status...We must be willing to accept responsibility beyond normal expectations and should assume this with confidence...We must learn to speak out...We must learn to act and not just to react. We must earn and claim confidence for ourselves. (p. 90)

Thoughts on Counseling Girls and Women

Women must believe it is as natural for women as for men to aspire, if they are to overcome feelings of professional inferiority. One of the chief accomplishments of the Women's Movement, history may record, is the recognition by women of their equality with males. The Self-Actualized Woman may be a phenomenon of the decade ahead. Surely the record numbers of women enrolling in assertiveness training suggests that women want to learn skills necessary to achieve greater individuality and interpersonal equality. The popularity, as well, among women of stress management and conflict resolution seminars suggest that gentleness and forbearance may not be "so sweetly tempered and mingled in their constitutions" as Thomas Jefferson once suggested.

Counselors and counselor educators can help girls and women strengthen concepts of self so that each individual has the opportunity for development and fulfillment of her potential. Gordon and Ball (1977) list twenty survival strategies to help women accelerate their progress in education. Among their suggestions are the following: enroll in an assertiveness training group or organize one; join professional organizations whose primary membership is women who can serve as role models and mentors; blow your own horn; support male colleagues who are attempting to promote opportunities for women. (p. 48)

Bennett (1979) lists P's and Q's to consider in helping women to get ahead. She stresses the need to articulate a clear PURPOSE; ability to use POWER; careful PLANNING and PREPARATION; getting proper QUALIFICATIONS; and using QUESTIONING to build knowledge and skills. She believes women should covet power and develop confidence in its use. She also suggests: "think 'career' not job."

Soldwedel (1979) suggests that women think through six questions as a means of assessing their readiness for upward mobility:

- Do you have a strong 'sense of self'?
- Do you have a realistic career development plan?
- Do you have a drive to achieve?
- Do you understand and thrive on politics?
- Are you willing to be an activist?
- Are you ready to provide new ethical and moral leadership?

She believes that the challenges to women seeking careers in educational administration rest with their responses to those questions: to believe in one's self, to set professional goals commensurate with one's talents, to strive for those goals with determination and perseverance, to be willing to learn the politics of leadership, to be an activist in behalf of one's self and others, to commit one's self to the character development of the generations of students to come. (p. 149)

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COMPETENCY CHECK 2

Examine textbooks and guidance materials which you use and your school policy statements in each of the following categories:

- PERSONAL/SOCIAL COUNSELING
- CAREER COUNSELING AND GUIDANCE
- EDUCATIONAL COUNSELING AND ADVISEMENT
- PRE-COLLEGE GUIDANCE
- TESTING AND ASSESSMENT

Evaluate to identify:

- SEXIST LANGUAGE
- STEREOTYPES WITH REGARD TO TRADITIONAL, NON-TRADITIONAL ROLES
- STEREOTYPES WITH REGARD TO LIFE STYLE CHOICES OPEN TO MEN AND TO WOMEN
- STEREOTYPES WITH REGARD TO CAREER CHOICES OPEN TO MEN AND TO WOMEN
- ATTENTION PAID TO GIRLS', WOMENS' NEEDS
- ATTENTION PAID TO EFFECTS OF SOCIALIZATION ON BOTH GIRLS AND BOYS

Write policy statements for the five guidance and counseling services specified above to eliminate sex bias and stereotypes in materials and practices.

SHARE YOUR REVIEWS AND POLICY STATEMENTS WITH PEERS TO ASSESS YOUR ACCOMPLISHMENT OF THE COMPETENCIES.